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A GUIDE FOR DEVELOPING OCCUPATIONAL PROGRAMS IN HOME ECONOMICS EDUCATION.

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THIS GUIDE WAS PREPARED TO HELP SCHOOL ADMINISTRATORS AND HOME ECONOMICS TEACHERS PLAN AND DEVELOP PROGRAMS WHICH PREPARE HIGH SCHOOL YOUTH, POST-HIGH SCHOOL YOUTH, AND ADULTS FOR EMPLOYMENT IN OCCUPATIONS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS. CATEGORIES OF PERSONS FOR WHOM PROGRAMS CAN BE DEVELOPED UNDER THE VOCATIONAL ACT OF 1963 ARE GIVEN. THERE ARE SUGGESTIONS OF APPROPRIATE JOBS FOR UPPER SECONDARY STUDENTS, YOUTHS STUDYING AT GRADE LEVELS 13 AND 14 AND OUT-OF-SCHOOL YOUTHS AND ADULTS. RESPONSIBILITIES, POSSIBLE PLANS OF EMPLOYMENT, AND EMPLOYMENT LEVEL ARE GIVEN FOR SAMPLE OCCUPATIONS. THE FOLLOWING STEPS ARE RECOMMENDED FOR PLANNING AND INITIATING A LOCAL PROGRAM--(1) DETERMINE EMPLOYMENT OPPORTUNITIES, (2) APPOINT AND WORK WITH AN ADVISORY COMMITTEE, (3) DETERMINE THE AVAILABILITY OF STUDENTS WHO HAVE INTEREST, APTITUDE, AND ABILITY TO PROFIT FROM THE PROGRAMS, (4) SELECT PROGRAM(S) TO BE OFFERED, (5) PLAN SPECIFIC COURSES TO BE OFFERED, AND (6) FOLLOW PRESCRIBED PROCEDURE FOR IMPLEMENTING PLANS. THIS LATTER STEP INCLUDES FILLING OUT AN APPLICATION FORM WHICH IS SHOWN AND FOLLOWING POLICY GUIDELINES OUTLINED. (MS)

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STATE DEPARTMENT OF EDUCATION

JESSE T. ANDERSON, STATE SUPERINTENDENT
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F O R E W O R D

This bulletin has been prepared to help school administrators and home economics teachers plan and develop programs which prepare high school youth, post-high school youth, and adults for employment in occupations utilizing home economics knowledge and skills.

The State Home Economics Education Supervisory Staff has contributed to the development of this guide. Miss F. Louise Keller, Supervisor Home Economics Occupational Employment Programs, was responsible for writing and preparing the materials. We appreciate her leadership in the development of this bulletin.

We greatly appreciate the interest of Miss Ata Lee, Regional Representative Home Economics Education, and Miss Rua Van Horn who read the material, offered suggestions, and raised questions.

It is hoped that this guide will provide assistance and encouragement to school administrators in the development of high quality occupational programs.

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INTRODUCTION

Home Economics education programs in South Carolina are expanding. In addition to maintaining and improving the programs which focus on preparation for the responsibilities of homemaking, new programs are being offered which prepare for gainful employment in occupations utilizing knowledge and skills in home economics subjects. This expansion is timely due to the many socio-economic changes affecting families and society.

The responsibilities of the homemaker are more challenging today than ever before due to many choices which she makes in relation to new equipment, new products, new techniques as well as changing values and roles of family members. This presents an increasing need for continued and expanded education to prepare youth and adults for the important vocation of homemaking.

A large number of women are employed outside the home and the number is rapidly increasing. It is estimated that by 1970, 30 million women will be working outside the home. Women always have made significant contributions to the economy of homes and of the country, now contributions of many women include work outside the home as well as work in the home. Employed women have become a permanent and significant addition to our economy. Some facts concerning women in the world of work are:

> Women comprise one-third of employed labor force; in 1970 it is predicted that 50 percent of labor force will be women.
>
> Women will work outside the home for approximately 25 years of their lives.
>
> Working wives make up more than half of the entire female labor force.
>
> One-third of all women workers have children under six years of age.
>
> One woman in ten is the head of a household and the main breadwinner for the family.

In light of these trends in our society, home economics education in many communities will be expanded. It will

- continue to prepare individuals for the important vocation of homemaking;
- prepare some youth and adults for employment in occupations which use home economics knowledge and skills.

While both of these purposes are important and present a challenge to home economists, this bulletin deals only with the development of programs which focus on preparation of individuals for gainful employment.

SECTION I

OCCUPATIONAL EMPLOYMENT PROGRAMS

The Vocational Education Act of 1963 was passed by Congress during a period of high unemployment and underemployment. The funds authorized therefore, were designated for the development of vocational education programs for gainful employment. Home economics educators have accepted the responsibilities of developing courses or curriculum which prepare youth and adults for gainful employment in occupations utilizing knowledge and skills in home economics subject matter areas. These areas include child development, clothing and textiles, food and nutrition and home and institution management.

The Vocational Act of 1963 also stresses the importance of developing high quality programs for

- persons attending high school
- persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
- persons who have already entered the labor market, and who need training or retraining to achieve or advance in employment.
- persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program.

Some examples of occupations in the four areas of home economics have been identified by the Home Economics personnel in the Vocational Division of the U. S. Office of Education. The list of occupations and the groups of people for whom training programs seem to be appropriate will assist educators in planning programs which will meet the employment needs of youth and adults. See Chart I.

CHART I

SOME EXAMPLES OF OCCUPATIONS USING HOME ECONOMICS KNOWLEDGE AND SKILLS

Occupations	Grades 11 & 12	Grades 13 & 14	School Dropouts or Special groups	Adults
AREA OF FOOD MANAGEMENT PRODUCTION & SERVICE				
Food Service Worker	x			
Food Service Assistant	x	x	x	x
Food Service Supervisor		x		x
School Lunch Manager		x		x
Food Demonstrator		x		
Food Service Technician		x		
AREA OF CARE AND GUIDANCE OF CHILDREN				
Child Care Aide or Worker	x		x	x
Assistant in Nursery School or Day-care Center		x		x
Child Care Supervisor		x		
AREA OF INSTITUTIONAL AND HOME MANAGEMENT				
Homemaker Service (Visiting Homemaker)				x
Homemaker's Assistant			x	x
Management Aide in Low-rent Housing				x
Institutional Housekeeper			x	x
Hotel and Motel Housekeeping Aide			x	x
AREA OF CLOTHING MANAGEMENT PRODUCTION AND SERVICE				
Assistant Seamstress	x		x	x
Seamstress				x
Clothing Alterer	x		x	x
Dry Cleaning & Laundry Aide	x		x	x
Home Furnishings and/or Clothing Technician		x		

The above chart indicates the broad scope of occupations, which utilize home economics knowledge and skills, and it also suggests occupations appropriate for upper secondary students, youth studying at 13 and 14 grade levels, and for out-of-school youth and adults.

A description of responsibilities usually carried by employees in these occupations and some possible places of employment are included in Chart II.

CHART II

RESPONSIBILITIES AND OPPORTUNITIES FOR EMPLOYMENT IN SOME OCCUPATIONS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILLS

OCCUPATIONS	RESPONSIBILITIES	POSSIBLE PLACES OF EMPLOYMENT
AREA OF FOOD MANAGEMENT PRODUCTION & SERVICE		
Food Service Worker	Prepares and serves food, under direction of food service supervisor.	Hotels, restaurants, lunchrooms, children's homes, nursing homes, child day care centers, private clubs, catering services, school cafeterias, hospitals, and individual family homes.
Food Service Supervisor	Assistant to Dietician or manager of food establishment.	
AREA OF CARE AND GUIDANCE OF CHILDREN		
Child Care Worker	Assists the director or mother helping with the various activities of the children.	Day care centers, nursery schools, recreational centers, children's homes, children's hospitals or pediatric wards and individual family homes.
Child Care Supervisor	Assistant Director. Assists in management of center, in guidance of children, and development of planned program for center.	
AREA OF CLOTHING MANAGEMENT PRODUCTION AND SERVICE		
Assistant Seamstress	Assists a professional dressmaker in fitting, altering, styling and constructing garments.	Speciality stores, cleaning establishments, department stores, private business (as a dressmaker) individual family homes.
Seamstress	Constructs, styles, fits and alters clothing.	
Home Furnishings and/or Clothing Technician	Makes custom home furnishings as draperies and slip covers.	Furnishings, decorating, gift departments or speciality shops; decorators studios.

Chart II, (continued)

OCCUPATIONS	RESPONSIBILITIES	POSSIBLE PLACES OF EMPLOYMENT
AREA OF INSTITUTIONAL AND HOME MANAGEMENT		
Homemaker's Assistant Housekeeping Assistant	Maintains clean and orderly home or institution, working under supervision of homemaker or housekeeping supervisor	Public and Private housing developments; hotels and motels; individual family homes, family service agencies.
Homemaker Service (Visiting Homemaker)	Performs duties of the homemaker when there is illness or emergency in the family	

It is important to note that these occupations range in scope from semi-skilled or entry-level jobs to those requiring more technical competencies. They are classified into three skill level categories in Chart III.

CHART III

CLASSIFICATION OF SOME OCCUPATIONS AT THREE SKILL LEVELS

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	MORE ADVANCED LEVEL
Child Care Worker	Child Care Assistant	Child Care Supervisor
Food Service Worker	Food Service Assistant School Lunch Manager	Food Service Supervisor Food Demonstrator
Assistant Seamstress	Seamstress	
Clothing Alterer	Home Furnishings Assistant	Clothing Technician
Hotel & Motel Housekeeping Aide	Homemakers Service	Management Assistant in multi-housing project
Homemaker's Assistant	Management Aide in Low-Rent Housing	

The organization of the above chart implies that occupations listed at the semi-skilled or entry-level are not dead-end jobs. For example, with successful performance on the job and with additional preparation, a person may advance from a child care worker into a child care assistant and then to a child care supervisor. It is important that prospective trainees be helped to see all avenues of promotion and/or advancement as a basis for making occupational choices.

The home economics program for gainful employment offered in a community may include courses or curriculum for any of above occupations; at any one or all three occupational levels, the entry level, the skilled level, or the advanced level; and for any or all groups to be served, the upper-secondary students, the post-high school youth, and/or adults. A comprehensive occupational program will meet the employment needs of the area and the wide range of ability and interests of all groups to be served by vocational education. That is, a local program is determined by such factors as:

- Opportunities for employment in the geographical area served by the school

- Skill level of performance requirements of available jobs

- Number of persons who are interested in and who have ability and aptitude for training at varying skill levels.

- Availability of qualified teachers.

Section II and III of this material, Developing Occupational Employment Programs and Policy Guidelines, have been developed to assist school administrators in the establishment of high quality gainful employment programs in occupations which use home economics knowledge and skills.

SECTION II

DEVELOPING OCCUPATIONAL EMPLOYMENT PROGRAMS

This section is designed to help public school personnel in planning and initiating home economics occupational programs which are of high quality, realistic in light of actual or anticipated opportunities for gainful employment, suited to needs, interests and abilities of students who can benefit from such programs. To meet these criteria programs must be carefully planned and initiated.

The following steps are recommended for planning and initiating a local program:

1. Determine Employment Opportunities

   Realistic programs are established only when employment opportunities exist, therefore, collecting evidences of opportunities for employment precedes the organization of a program or course.

   Occupational surveys comprise one effective method of collecting reliable data concerning employment opportunities, and provide a basis for deciding upon programs to be offered by a school.

   Survey forms may be secured from your District Supervisor, Home Economics Education. Upon request, she will assist in planning and interpreting a local occupational survey.

2. Appoint and Work with an Advisory Committee

   An advisory committee for occupational programs requiring home economics knowledge and skills is needed as the success of a program depends upon a close working relationship between the school and the community. The personnel of the committee may include school administrators, home economics teachers, guidance director, prospective employers from business, health and welfare agencies, a representative from Employment Security, and professional women, including a home economist.

   Such a committee is invited by the school superintendent to serve in an advisory capacity. This committee has no administrative function but it can give valuable assistance in:

   - determining occupational opportunities in the school area
   - selecting occupations for which programs are to be developed
   - recommending groups to be served as high school students, out-of-school youth or adults.
   - interpreting and supporting program
   - reviewing and evaluating program in light of opportunities for employment and employability of trainees

   A few of the advisory committee members may be asked to help a teacher plan a specific course. For example: in planning a child care course, additional committee members may include a specialist in child development, a director of a child care center, a curriculum specialist, and several parents.

3. Determine the Availability of Students Who Have Interest, Aptitude and Ability to Profit from the Program

   Prospective students should be of employable age at completion of course, have aptitude, ability and characteristics necessary for successful employment, and are interested in employment.

4. Select Program(s) to be Offered

   After studying the information obtained concerning opportunities for employment and number of prospective students, select the course(s) or programs(s) to be offered.

5. Plan Specific Course to be Offered

   A Plan is developed so that the scope and emphasis of the program will meet the unique needs of the community and the requirements of the specific occupation.

   a. Identify the job by title

   b. Make a job analysis

   c. Develop curriculum

      - state clear-cut objectives based on the performance requirements of the job as defined in job analysis

      - Plan course content and teaching procedures

      - select teaching materials and resources -- reference, films, visual aids, and field trips

      - select appropriate work experience situations and make plans for supervision of this experience

   d. List qualifications needed by trainees, in terms of

      - educational background

      - minimum age

      - interests and aptitude

   e. Estimate Budget

      - include such items as salary of staff, supplies, and equipment

   f. Recommend facilities and equipment

   g. Organize plan for job placement and follow-up

      - The Employment Service assists with job placement. The school prepares forms for keeping records on placement, and evaluates job success.

6. Procedure for Action

a. Local school administrator will write to the District Supervisor of Home Economics Education expressing an interest in offering an occupational course(s) and requesting assistance in planning ways of

- securing evidences of opportunities for employment

- determining probable enrollment

- exploring availability of qualified teachers

b. After securing information which indicates employment opportunities and probable enrollment, school administrator will write to the State Supervisor of Home Economics Education requesting approval of an occupational course or program in home economics and submit two copies of form "Data and Plans".

Approval will be made as soon as possible so that local plans for high school classes can be completed before pre-registration for following school year.

DATA AND PLANS FOR AN OCCUPATIONAL EMPLOYMENT COURSE IN HOME ECONOMICS

(Prepare and submit two copies when making an application. Copies will be found in back of this bulletin. Additional ones may be secured from Supervisor of Occupational Program, Home Economics Education.)

SCHOOL_____ COUNTY_____ DATE_____

1. Course requested (such as, Food Service, Child Care_____

_____

2. Summary of survey findings by giving evidence of employment opportunities.

   a. Now

   b. In the future

3. Counseling - Method of counseling prospective students

4. Basis for selecting students

5. Enrollment - Probable enrollment_____

6. Grade Placement of probable enrollees

   a. High School students grade 11_____ grade 12_____

   b. Post-high school youth and adults: _____

7. Time class will meet daily_____length of class_____

8. Work experience - Number of employers who have agreed to provide work experience for students _____

9. Teacher Name_____

Certificate_____Yrs. Teaching Experience_____

Types of work experience in the occupation to be taught_____

_____

10. Schedule of Teacher

a. High School Classes _____
Number of regularly scheduled classes _____
Number of weekly conference periods to be used for developing wage earning programs _____
Number of months of employment _____

b. Out of school youth and adult classes
Number classes to be taught _____
Period of employment _____

11. Budget for

Travel of teacher _____
Operating program _____
Facilities _____

12. Facilities - Plan for providing necessary facilities

Signed:_____ _____
School Superintendent Principal

Section III, Policy Guidelines, will be helpful in filling out this report.

SECTION III

POLICY GUIDELINES

This section, on Policy Guidelines, has been developed to help administrators plan quality programs for persons who are attending high school, and for post-high-school youth and adults.

A. Policy Guidelines for Programs for Persons Attending High School

High school groups to be served by home economics vocational education for gainful employment include boys and girls who expect to enter the labor market on completion of their high school education. The following will be helpful in planning a quality program for youth in your school.

1. Purpose

The purpose of the course is to prepare persons for employment in an occupation utilizing knowledge and skills in home economics subjects. Entry into an occupation is the focus of the program.

2. Advisory Committees

The school administrator, with assistance of home economics teacher(s) appoints advisory committee members and participates in committee meetings. (See p. 7). The support of program by administrator is an important aspect in determining its success.

3. Employment Opportunities

Programs are established only when employment opportunities exist. Surveys, interviews or questionnaires provide basis for determining employment opportunities.

4. Instruction

The instruction shall include learning experiences which help students develop an understanding of basic principles and acquire essential skills and abilities needed for successful performance on the job. The understandings, skills, and abilities are developed in classroom, laboratory work, and supervised work experience.

5. Observation and Work Experience

In addition to class and laboratory sessions each student needs opportunities for observation, participation, and on-the-job work experience.

a. Observation and participation

Observation and participation are a part of each program planned to help students develop an understanding of the world of work and requirements of the job for which he is receiving training. Fifteen to twenty hours of observation and participation is necessary for each student to achieve these objectives.

b. Work experience

Work experience means a paid job outside the school, specifically related to the occupation being studied in the school. This is work experience under the supervision of both the employer and the teacher of the course.

The amount of work experience feasible for students depends upon the competencies to be developed. Through experiences provided in class, laboratory, observation, and participation students develop some proficiencies before assignment for work experience. This work experience may be carried out during school hours, after school hours, on week-ends or in summer if the course is two years in length.

Some criteria for selection of appropriate places for work experience of students include:

- Respectability and reputation of the employer.
- Competence of employees.
- Standards of workmanship.
- Adequacy of equipment.
- Policies of company toward occupational courses.
- Existing employer-employee relationships.

6. Class Schedule and Credit

Students shall receive instruction in the classroom for a minimum of one regular class period per day five days per week. The occupational program is an integral part of the total school program, thus allowing students enrolled to earn credits which count toward requirements for graduation. One unit of credit is given for a class scheduled for one period daily, five days a week for two semesters. One-half unit of credit is given for a course offered for one semester.

7. Class Size

The enrollment shall meet the requirements as set up in Standards for Accredited High Schools of South Carolina. It is suggested that classes be limited to 16 or 20 students so as to provide for individual instruction in developing skills and for adequate supervision of work experience.

8. Student Selection

Students to be enrolled shall

- be regular high school students.
- be classified as a junior or senior
- be at least 16 years of age and meet legal age requirements for entry into occupation for which he wishes to take training.
- have aptitude, ability and interest to profit from course and to succeed on the job. These qualifications may have been demonstrated in previous courses or they are determined through planned demonstrations and tests.

9. Counseling

A school offers a realistic counseling program which aids students in the selection of courses by providing information concerning opportunities for employment, education requirements for successful achievement, and opportunities for advancement.

10. Teacher Qualifications

The teacher

- meets the State Home Economics Certification Standards as outlined in the South Carolina State Plan for Vocational Education, or has earned a major in a specific home economics subject matter field specifically related to the particular occupation to be taught.

- has proficiencies in basic skills required in specific occupations to be taught.

- has had some occupational experience as a paid worker or as a volunteer in a work situation related to the occupation to be taught.

11. Teacher Schedule

Time in the teachers school schedule is provided for counseling occupational students, surveying employment opportunities, making contacts with prospective employers of students, working with an advisory committee, and supervising work experience. While a student is participating in on-job work experience the teacher shall visit him once every two weeks for supervision.

For a class of 16 to 20 students, five conference periods per week are recommended for this phase of the home economics program.

12. Financing the Program

Reimbursement to help finance salary and travel will be paid from State and Federal funds.

a. Salary

1. For a full-time teacher of an occupational program, three-fourths of the certificate salary will be reimbursed from State and Federal funds. For a teacher employed on a part-time basis, the reimbursement will be based on teacher certification and hours of employment.

2. For a full-time home economics teacher whose schedule includes classes in homemaking and at least one class in occupational preparation, the reimbursement will be the same as for a full-time teacher of an occupational program.

b. Travel

Reimbursement for approved travel is paid at the current rate per mile in the State. One-half of the travel is reimbursed from local funds and one-half from State and Federal funds.

The total amount budgeted for travel is determined jointly by the teacher and school administrators, with consideration given to enrollment, geographical area and location of work experience stations.

Payment is made for actual approved travel and is not on a flat monthly basis. Mileage is computed from the school and not from the teacher's place of residence.

Approved travel includes trips to

- interview prospective employers
- interview advisory committee members
- supervise work experience
- interview prospective students and their parents
- conference with consultants or resource persons
- attend conferences and workshops

c. Operation of Department

Adequate funds for operation of the occupational classes are necessary for successful teaching. The following factors are to be considered in setting up an operational budget:

- funds for operation of the occupational class(es) are included in the budget for the home economics department. These funds will be provided from the school budget for consumable supplies.

- A minimum of $3 per pupil should be budgeted for classes of less than 20. The amount needed will be determined by the occupational program that is being taught.

- Operating funds are needed for the following types of consumable supplies:

  Supplies for demonstrations and laboratory work and the preparation appropriate for the occupational class.

  Textbooks, references, instructional materials, audio-visual media appropriate for instruction in occupation for which training is being provided.

13. Space and Equipment

The State and District Supervisors of Home Economics Education will help a local school plan for facilities and equipment needed for occupational programs.

B. Programs for Post-High School Youth and Adults

It is important that vocational education be made available to post-high school youth and adults. These groups include anyone who has completed or left high school; who is interested in full-time study in preparation for entry into the world of work, and anyone who is employed but needs to upgrade his skills and knowledge in order to advance to a higher level position. The following policies will be helpful in planning quality occupational programs to meet the varied needs of post-high school youth and adults.

1. Purpose

The goal of the program is preparation for employment in a particular occupation or cluster of closely related occupations.

2. Advisory Committee

One advisory committee helps plan the total occupational program which uses home economics knowledge and skills. (See Section II, page 7.

3. Employment Opportunities

Programs are established only when employment opportunities exist. Surveys, interviews or questionnaires provide basis for determining employment opportunities.

4. Instruction

The instructional program will vary according to interests, ability, and educational background of enrollees and according to the competencies needed for employment in an occupation.

The understandings, skills and abilities needed for successful performance on the job are developed through instruction in the classroom, laboratory, and supervised work experience.

5. Supervised Work Experience

In addition to class and laboratory sessions each enrollee shall make observations and complete some work experience. Work experience is an integral part of an occupational preparation program and it is carried parallel with the classwork.

6. Scheduling

The instructional program may be offered at any time which encourages those interested to attend.

The programs may be offered

- for any duration of time as needed to achieve specific goals.
- on a full-time basis with enrollees spending the full school day in preparation for employment.
- on a part-time basis with enrollees spending two to three hours daily or two to four hours weekly in preparation for employment

7. Class Size

To initiate a class it is desirable to have a minimum enrollment of ten with average attendance of eight.

8. Qualifications of Trainees

- Shows special interest in area she has chosen for preparation and is interested in employment in the area.
- Shows through demonstrations and aptitude tests some ability in the area she has chosen for employment training.
- Is cooperative and dependable.
- Is able to read and follow directions.
- Is of sound physical and emotional health.
- Is able to work under supervision.
- Is willing to have a physical examination, if required for employment.

9. Counseling

Prospective enrollees need information regarding opportunities for employment, opportunities for advancement, and requirements for successful achievement in occupations for which training programs are being offered.

10. Teacher Qualifications

a. A teacher employed on a full-time basis

- is a college graduate in home economics or home economics education with additional credits in the area in which she teaches.
- has had some occupational experience in the area in which she will be teaching.
- has demonstrated ability to plan an instructional program and to teach effectively.

b. A teacher employed for short intensive courses

- has completed some college courses in the area in which she will be teaching.
- has had much successful work experience in the occupation she will be teaching.
- is willing to attend an in-service workshop to plan instructional program and teaching procedures.

11. Term of Employment of Teachers

Term of employment of each teacher shall be adequate to permit her to

- recruit class members
- plan program
- secure teaching materials and plan for needed equipment
- teach class(es)
- contact prospective employers
- make plans for work experience
- supervise work experience
- keep adequate records
- follow-up of trainees
- evaluate program

A teacher may be employed

- on a full-time basis when she carries responsibilities listed above and teaches four or five courses during the school year
- on a half-time basis when she carries responsibilities listed above and teaches two or three courses during the year.
- on a part-time basis when she carries above responsibilities and teaches one course during the year.

The length of the courses to be taught determines the number a teacher can adequately develop on a full-time and a half-time basis. The length of a training course for a specific occupation or cluster of occupations is determined by the competencies to be developed by trainees. Suggestions for length of any three courses are included here.

For Child Care Workers - 220 hours of which 90-120 hours of class instruction; 100-124 hours of observation and supervised work experience.

For Food Service Workers-200 hours, of which 100-120 hours of class instruction; 80-100 hours supervised work experience.

For Seamstress - 220 hours, of which 100-120 hours of class instruction; 100-120 hours of supervised work experience.

Additional hours may be required if needed by the trainee to develop the competencies needed for successful employment.

A teacher of the day school home economics program may serve as a coordinator of an occupational program. A coordinator helps make a community survey of job opportunities, recruit qualified class members, plan program, select teaching materials, select suitable work experience situations, and evaluate the program.

12. Financing the Program

Reimbursement to help finance approved adult and post-high school youth programs will be paid from State and Federal funds.

a. Salary

- for a full-time or half-time teacher, three-fourths of the salary will be reimbursed from State and Federal funds.

- for a teacher employed part-time, reimbursement will be paid at the current rate paid for adult homemaking classes. In addition, reimbursement will be paid at the same rate for such activities as planning, recruitment, supervision. (See item 11, page 18). For school year 1965-66 the current rate is $7 per two hour class meeting. Appropriations will determine whether a higher rate can be paid in 1966-67. A salary budget for each course is established cooperatively by school administrator, teacher, and state supervisor of home economics.

- for consultants, who are not State, county or city employees, reimbursement is limited to a total of $20 per course.

- for a coordinator, reimbursement is limited to $35 per course. This is equivalent to $3.50 per hour for 10 hours.

b. Travel

Reimbursement for approved travel is paid at the current rate per mile in the State. One-half of the travel is reimbursed from local funds and one-half from State and Federal funds.

The total amount budgeted for travel is determined jointly by the teacher and school administrators, with consideration given to enrollment, geographical area and location of work experience stations.

Payment is made for actual approved travel and is not on a flat monthly basis. Mileage is computed from the school and not from the teacher's place of residence.

Approved travel includes trips to

- interview prospective employers
- interview advisory committee members
- supervise work experience
- interview prospective enrollees
- confer with consultants or resource persons

c. Operation of Program

Occupational class(es) for post-high school youth and adults are a part of the total home economics program. Funds for the operation of these class(es) are included in the operational budget for the home economics department. These funds will be provided from the school budget for consumable supplies.

The nature of the program being offered will influence the need for consumable supplies, but $3 per enrollee will serve as a basis for estimating a budget for operating post-high school and adult classes.

13. Facilities

With the wide range in possibilities for adult programs, school administrators will need to make use of all available facilities. These might include the use of

- home economics department in a junior or senior high school, or in an area school.
- community and four-year college laboratories
- public housing centers
- facilities in industry - as a waitress class in restaurant
- community centers
- school lunch room and kitchen.